



Syllabus

Course program

PEDAGOGICAL PSYCHOLOGY

Specialty
053 Psychology

Educational program
Psychology

The level of education
Bachelor

Semester
5

Institute
Social and Humanitarian Technologies

Department
Pedagogy and Psychology of Social Systems
Management named after Academician
I. A. Zyaziun (301)

Type of discipline
Special (professional), Optional

Language of instruction
English

Lecturers and course developers



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Candidate of Pedagogical Sciences.

Senior Lecturer at the Department of Pedagogy and Psychology of Social Systems Management named after Academician I.A. Zyazyun NTU "KhPI". Teaching experience – 25 years. Author of more than 80 scientific and methodological works. Lecturer in the disciplines: psychology of management and advertising, educational psychology, psychological aspects of communication in professional activities.

General information

Summary

During the training, applicants will be able to acquire basic theoretical and practical knowledge on the problems of educational psychology, psychology of learning, psychology of education, and psychology of pedagogical activities of subjects of the educational process.

Course objectives and goals

The purpose of teaching the educational discipline “Educational Psychology” is to provide knowledge, develop skills and abilities in psychology that would help future psychologists develop effective teaching methods, effectively use the properties of mental processes, develop the individual characteristics of the knowledge seeker, and communicate competently in the educational process.

Format of classes

Lectures, practical, independent work, consultations. Final control in the form of a test.

Competencies

General competencies:

GC1. Ability to use knowledge in practical situations.

Special competencies:

SC3. The ability to understand the nature of behavior, activities, and actions.

SC14. Ability to analyze and evaluate professional situations.

SC15. Ability to analyze theoretical and experimental approaches to the study of mental processes of personality in ontogenesis.

SC18. The ability and willingness to master the basic methods, methods, and means of preventing, and resolving conflicts.

Learning outcomes

LO1. To analyze and explain mental phenomena, identify psychological problems, and propose ways to solve them.

LO2. To understand the patterns and features of the development and functioning of mental phenomena in the context of professional tasks, illustrate with an example.

LO9. To offer your own ways to solve psychological problems and problems in the process of professional activity, make and justify your own decisions to solve them.

LO10. To formulate an opinion logically, accessibly, debate, defend one's own position, and modify statements following the cultural characteristics of the interlocutor.

LO12. To draw up and implement a program of psychoprophylactic and educational actions, psychological assistance activities in the form of lectures, conversations, round tables, games, pieces of training, etc., following the customer's requirements.

LO13. Interact, engage in communication, be understandable, and be tolerant of people with other cultural or gender-age differences.

LO17. To demonstrate socially responsible and conscientious behavior, follow humanistic and democratic values in professional and social activities.

LO22. To analyze the biological and physiological foundations of human mental activity.

LO23. To analyze theoretical and experimental approaches to the study of mental processes of personality in ontogenesis.

LO27. Introduce methods and techniques for preventing and resolving conflicts in professional activities.

LO28. To possess the skills of psychological interventions in extreme situations and provide psychological assistance to people with stress-related disorders.

Student workload

The total volume of the discipline is 90 hours. (3 credits ECTS): lectures – 15 hours, practical – 15 hours, independent work – 60 hours. Form of control: test.

Course prerequisites

To successfully complete the course, you must have the knowledge and practical skills in the following disciplines: "General psychology. Psychology of personality", "Psychology of activity", and "Age psychology".

Features of the course, teaching and learning methods, and technologies

While studying discipline it is used verbal and visual methods, dialogue communication methods, group discussion, analysis of specific situations, interactive methods (debates, speeches-presentations), and testing.

Program of the course

Topics of the lectures

Topic 1. Subject and tasks pedagogical psychology.

Subject, object, and tasks of educational psychology. The main system of concepts used in educational psychology. The structure of educational psychology. The relationship between educational psychology and other sciences.

Topic 2. The formation of educational psychology as a science.

The stage of philosophical and cultural substantiation of psychological and pedagogical ideas (until the middle of the 17th century). Stage of philosophical and pedagogical (general didactic) development (mid-XVII century - mid-XIX century). The stage of theoretical justification and organizational formation of educational psychology (the 50s of the 19th century - beginning of the 20th century). The stage of establishing pedagogical psychology as an independent scientific discipline (beginning of the 20th century – today).

Topic 3. Methods of educational psychology.

Research methods in educational psychology. The concept of "pedagogical experiment". Methodological recommendations for conducting a pedagogical experiment.

Topic 4. Sociometry: a study of interpersonal relationships in a group.

Sociometry as a method of research. Sociometric procedure. Processing the results.

Topic 5. General analysis of educational activities.

Types of cooperation in educational activities. Analysis of activities for exercises. Actions included in the exercise activities. Methods of teaching and mental development of the child.

Topic 6. General patterns of learning motivation.

Motivation for learning. A program for a teacher's psychological study of schoolchildren's learning motivation. Age-related characteristics of learning motivation and schoolchildren's ability to learn.

Topic 7. Pedagogical situations and conflicts.

Features of pedagogical situations and conflicts. Types of pedagogical situations and conflicts. Situations and conflicts of actions. Situation and relationship conflicts.

Topic 8. Failure of schoolchildren.

Learning disability problem. Psychological characteristics of underachieving students. Types of underachieving students. Why does a child study poorly?

Topic 9. School psychological service.

Does the school need a psychologist? The current state of school psychological services. Subject and tasks of school psychological service.

Topics of the workshops

Topic 1. Subject and tasks of educational psychology

Topic 2. The formation of educational psychology as a science

Topic 3. Methods of educational psychology

Topic 4. Sociometry: a study of interpersonal relationships in a group

Topic 5. General analysis of educational activities

Topic 6. General patterns of learning motivation

Topic 7. Pedagogical situations and conflicts

Topic 8. Failure of schoolchildren

Topics of the laboratory classes

Laboratory work is not provided within the discipline.

Self-study

Studying lecture material, and preparing for workshops. Individual assignments are not provided within the discipline.

Course materials and recommended reading

BASIC LITERATURE

1. Lisyanskaya T. M. Pedagogical psychology: textbook / T. M. Lisyanskaya. Kyiv : Karavella, 2012. 248 p.
2. Educational psychology: textbook. allowance. / O. P. Sergeenkova and others. Kiev : TsUL, 2012. 168 p.
3. Pedagogical psychology: a reader: textbook. allowance. / comp. L. V. Dolinskaya. Kyiv : Karavella, 2014. 368 p.
4. Prasol D. V., Litvinenko I. S. Age, and educational psychology: multimedia educational manual. Nikolaev: Arnex, 2016. 150 p.
5. Sergeenkova O. Pedagogical psychology. Textbook / Sergeenkova O., Stolyarchuk O., Kokhanova O. Kiev : Center for Educational Literature, 2012. 168 p.
6. Stepanov O. M. Pedagogical psychology: textbook. allowance / O. M. Stepanov. Kyiv : Academic Publisher, 2011. 416 p.
7. Psychology of personality development and success: textbook. allowance. / G. M. Zakalik, Yu. M. Terletsy, N. M. Shuvar. Lviv : Lviv Polytechnic Publishing House, 2019. 488 p.
8. Psychological factors of personality self-determination in the educational space: colorful monograph / [Maksimenko S. D., Kutsenko-Lada G. V., Prophet N. V. et al.], ed. Maksimenko S. D. Kirovograd : Imex LTD, 2013. 400 p.

Assessment and grading

Criteria for assessing student performance, and the final score structure

100% of the final grade consists of the results of the assessment in the form of a test (20%) and the current assessment (80%).

The test is an oral answer to questions.

The current assessment is active participation in discussions (30%), presentation at a practical lesson (30%), and writing tests (40%).

Scale grade

Total points	National	ECTS
90–100	Excellent	A
82–89	Good	B
75–81	Good	C
64–74	Satisfactorily	D
60–63	Satisfactorily	E
35–59	Unsatisfactory (requires additional learning)	FX
1–34	Unsatisfactory (requires repetition of the course)	F

Norms of academic integrity and course policy

The student must adhere to the Code of Ethics of Academic Relations and Integrity of NTU "KhPI": to demonstrate discipline, good manners, kindness, honesty, and responsibility. Conflict situations should

be openly discussed in academic groups with a lecturer, and if it is impossible to resolve the conflict, they should be brought to the attention of the Institute's management.

Regulatory and legal documents related to the implementation of the principles of academic integrity at NTU "KhPI" are available on the website: <http://blogs.kpi.kharkov.ua/v2/nv/akademichna-dobrochesnist/>

Approval

Approved by

Date, signature

Head of the department
Oleksandr ROMANOVSKYI

Date, signature

Guarantor of the educational program
Zhanna BOGDAN